

Lesson 1



Play 'Pass the Squeeze!'

Sitting in a circle, holding hands, pass a squeeze round the circle until it gets all the way back to the start.

Next time, try it with your eyes closed.

How did that make you feel?

Safe? Secure? Was it easier or more difficult with their eyes closed?

Calm Me!



Open my Mind!

Write a sentence on a post it:

Being normal is



Read out these statements and stand up if you think this is 'normal', sit down if you think it 'is not normal'.

1. To go to work at the age of 10
2. To be frightened of the dark
3. To get at least 50 likes for anything posted on the internet
4. To wear glasses
5. To want to have friends
6. Boys being good at drama and dance
7. To walk to school
8. To spend at least 2 hours every day on a mobile phone or social media
9. To eat dinner with your family around a table
10. To have 2 legs

What have we learnt from doing this?

A good definition of normal is WHAT YOU ARE USED TO / WHAT YOU WOULD EXPECT.

Do you need to change your definition?!

Sometimes people's perceptions about what is normal can cause them to be prejudiced.

What do you think these words mean:

PREJUDICE

DISCRIMINATION

QUIZ!

Answers!

1) In the second World War, around six million Jewish people died in Europe.

(Answer: True - it is estimated 2/3 of the Jewish population in Europe died. This is because the Nazi's believed that Jewish people (and other races and lifestyles too) were second-rate and should be wiped out. It became 'normal' for people in Germany during the second world war to discriminate against Jewish people. Many Germans did not want to go along with this but the Nazi's were terrifying so many went along with it to stay out of trouble.)

2) Most black people worked as slaves in America and England in the early 1800's.

(Answer: True - both America and England were involved in the slave trade which meant they captured Africans and transported them to work as slaves in their countries. It became 'normal' to see black people working as slaves and having no rights in these countries. Some people did not agree with this and eventually the laws were changed to give slaves their freedom. Civil rights were only granted to black people in America in 1968 so it took many years for this to happen.)

3) All the countries of the World have laws that allow gay people to get married.

(Answer: False - some countries have made gay marriages legal but there are others that choose not to give these rights. This is because gay people in these countries are not seen as 'normal'.)

4) More boys than girls go to school in Pakistan.

(Answer: True - More boys go to school. Although primary school is compulsory in Pakistan, only 60% of boys go and 40% of girls. Fewer girls go to school because it is considered 'normal' that education is important for boys but not for girls, although this is changing. Malala Yousafzai is strong campaigner for girls' education in Pakistan and she won the Nobel Peace Prize for her actions.)

5) Women were allowed to vote in England before 1918.

(Answer: False - women were only given the right to vote (and not all women) in 1918. Before that it was only men that could vote. It was 'normal' to think that women did not have the intelligence to make sensible voting decisions. It took another 10 years until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.)

6) More young people belong to a gang than those that don't.

(Answer: False - there are many more young people who do not get involved in gangs compared to those that do, but sometimes things in the media, social -media and our own perceptions/beliefs and what we hear from others makes us believe that it could be the other way around and that it is a 'normal' thing to be in a gang.)

7) The Paralympic games have been taking place for over 100 years.

(Answer: False - the first official Paralympics took place in 1960, but there were other smaller competitions before this date. Before 1960 it was 'normal' for only able-bodied athletes to compete in an Olympic event.)

**Share something that this lesson
has made you think about!**



Books

Post it

Quiz

Thought bubble

Lesson 2



Spell the word **FAIRNESS** out
around the circle.

Then take it in turns to
complete the sentence

To me being fair is when...

Calm Me!



Look carefully at the community pictures and discuss similarities and differences in your group.




Stick some in your book you think are similar and explain why, then stick some in your book you think are different and explain why.

As you can see, our society is diverse and that sometimes this diversity causes some people to be treated unfairly.

What does Gender reassignment mean?

Stick this in your books and annotate with the meaning:



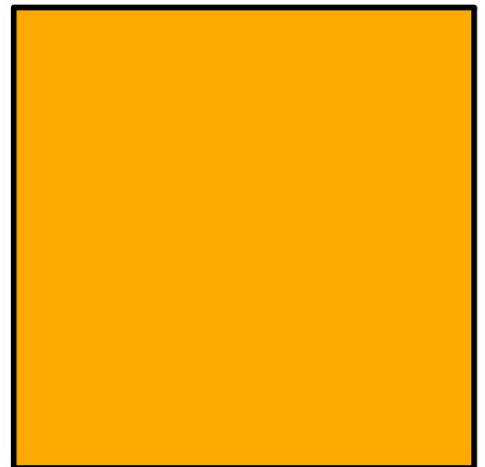
The Equality Act, 2010 (England)

It is against the law to discriminate against anyone because of

- age
- *gender reassignment*
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'

© Equality and Human Rights Commission



This is the law in England that protects people's rights even if they have 'differences.'

Read the story of Robert Cowell.

Discuss the questions:

Discuss these questions in your group:



- *Why was Robert unhappy?*
- *Why do you think Robert waited until he was an adult to transition?*
- *Why do you think people were unkind when Robert changed to Roberta? Do you think that was fair?*
- *Have you heard about people being transgender before?*
- *What do you think it would feel like not being happy with who you are?*
- *Does gender make someone a good or bad person?*

A kind community is accepting of all sorts of different people and we have shared rights and responsibilities to help that happen.

Do you think the equality act helps transgender people?

Fold a piece of paper in half and on one side, with your group, write 3 **RIGHTS** that are important in a welcoming community. Then pass your list on and on the other half of the page, you need to write the corresponding **RESPONSIBILITIES** for each of the rights.

Share and discuss which ones would have helped Robert.

Books

Similarities and differences pics and sentences

Equality act annotated

Discussion sheet

Lesson 3



Play the game 'Cool or Not Cool'

Children sitting in a circle, teacher goes around and says whether a child is cool or not cool. Children need to guess the criteria to make sure they are cool.

Those who have not guessed, how do you feel? What if you were the only one left out of the cool gang?

Can you think of any examples in society where people may feel excluded or discriminated against?

Calm Me!



Imagine this scenario:

A boy knows something secret about another child.

How might this give the boy power?

Imagine this one:

A girl has a reputation for organising her friends to beat people up on the school bus.

How might this give the girl power?

There are different ways that people gain power over others and that they can only use this power if you let them.

Read the scenarios and annotate to show what gives power to the people in each scenario.

Scenario
1 A girl is very popular and has a lot of friends. She tells another child that she can't join in a game as she is "Not one of the group".
2 A teacher refuses a child to go out at playtime because they have misbehaved.
3 A girl is very funny and can make others laugh with what she says about other people. People want to be her friends because they know that she will make them feel small with her words or jokes if they go against her.
4 A boy knows something serious about another child.
5 A child gets threatening text messages from someone they don't recognize.
6 A new child joins the class but doesn't know much English. He feels that he isn't part of the group because it doesn't understand what is being said by the other children.

Answers!

Books

Annotated scenarios

Lesson 4



Play ZOOM EEK!

Sitting in a circle the first child turns to the child on his right, makes eye contact and calls out 'Zoom!'; that child then calls out 'Zoom!' to the person on his right and it continues around the circle. To change the direction of the 'Zoom!' a child can call out 'Eek!' ('Eek' is the sound of screeching brakes) instead, at which point the zoom goes in the opposite direction around the circle until another 'Eek!' is called. Make sure that all children are included in this game. You may feel you need to lighten the atmosphere at the end of this lesson by playing the game again then.

Calm Me!



Put BULLYING/ NOT BULLYING /not sure signs around the classroom.

Read out the statements and children decide where to go!

1. Ismail spits into a glass of water and says he will make Ahmed drink it.
2. Anna keeps telling other girls in their group not to 'like' any of Marie's posts and to ignore her in school.
3. Jemma has a disability which means she can't always control her movements and causes her to jerk her hands up. A group of girls always laugh at her when this happens and mimic her actions.
4. Maddie and Amy won't let Jasmin play with them because they have fallen out.
5. Jake and Ryan have had an argument. Jake kicks Ryan's coat across the corridor and calls Ryan gay.
6. Jodie tells Marcus each day that if he doesn't give her his dinner money, she will get her group to beat him up.

Bullying

1. It doesn't just happen once: it goes on over time and happens again and again
2. It is deliberate: hurting someone on purpose, not accidentally
3. It is unfair: the person doing the bullying is older, stronger and more powerful (or there are more of them) and even if the bully is enjoying it, the person being bullied is not.

Stick the scenarios sheet and this sheet in next to each other and draw lines from ones you think are bullying to the appropriate number.

What's the difference between direct and indirect bullying?

Give each group a different scenario from the sheet and ask them to annotate round it with the answers to the 3 questions:

1. Tomika is always teased by group of girls on the way to and from school who say she is dirty because she has a dark tone to her skin.

2. Jaxon has been outed on the internet by Liam. Liam found out that Jaxon has been fostered and has told everyone in their social-media group even though Jaxon asked him not to.

3. Olivia has taken several pictures of Tammy at the prom and keeps sharing them on her mobile phone. She has asked her friendship group to comment on Tammy's clothes and appearance and make jokes about her. Tammy can see all the messages and emoticons.

4. Aditya has a birthmark on her back. At swimming lessons other children say it's disgusting and won't go near her in the water.

5. There is a photo of a boy in Mackenzie's school being shared by some children on their mobiles. Someone has added a filter that says 'LOSER'. Mackenzie forwards the photo to her best friend and adds 'LOL' (Laugh Out Loud) as a comment with a laughing emoji. There are lots of similar comments from other children in the thread.

6. Jordan keeps threatening Frank that if he doesn't join his gang they will beat him up.



1. What might be the reasons for the person/people using bullying behaviours?
2. How did these behaviours make the recipient of them feel and what could they do to manage these feelings e.g. calming techniques, talking to someone.
3. How could the recipient deal with/manage the situation?

Books

Scenarios and bullying sheet with lines
Scenario and question sheet annotated

Lesson 5



Play 'Catch'.

In a circle, children throw the ball to each other enabling each other to catch it by calling the name of the person they are throwing the ball to. Everybody has just one go before the ball returns to the starting point. Establish what made this activity easy or difficult. Repeat the activity in the same sequence but this time throw and catch with just one hand. Pose the question: "What difficulties might you face in your everyday life if you only had one hand?"

Calm Me!



Recap the equality act:

What does disability mean?



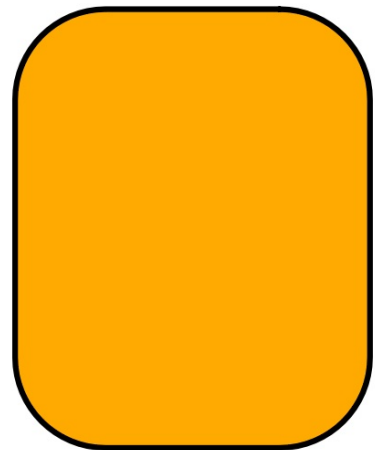
The Equality Act, 2010 (England)

It is against the law to discriminate against anyone because of

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- **disability**
- race, including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'

© Jigsaw Learning Ltd



Stick in and annotate with the meaning

Discuss paralympic games - what do children know already?

The Paralympic Games are international sports competitions for people with disabilities. The Paralympics take place shortly after the Olympic Games, in the same host city. The name Paralympics means "alongside the Olympics."

Athletes from countries around the world compete in the Paralympics. Some Paralympic athletes have spinal cord injuries that caused paralysis. Some are missing limbs. These athletes may use wheelchairs or prostheses (artificial limbs) to move around. Some athletes are blind or have limited vision. Others have cerebral palsy, muscular dystrophy, or other conditions that limit movement. Athletes with intellectual (mental) disabilities may compete in some of the events. They also may participate in the Special Olympics, which are organized separately.



Annotate your pictures with some of the information here

Read the information and watch the videos about Johnny and Ellie.



<https://www.theguardian.com/sport/video/2016/sep/13/ellie-simmonds-takes-gold-day-five-rio-paralympics-video-highlights>

<https://www.bbc.co.uk/news/round/37328192>



Decide which one you want to work on with your group.

Write a short presentation speech as if you were presenting an award to your paralympian - include powerful and emotive words to celebrate the achievement.



Stick the pic of your paralympian with the script!

Books

Equality act with definiiton

Paralympic pics with annotations

Presentation speech with pic of chosen paralympian

